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*School administration and school buildings.*—The changing conceptions of the nature and the function of school training may be traced, in so far as these have developed in any given period, by setting in contrast the earlier and later expressions of such conceptions within the period noted. The most commonly contrasted forms of such expressions of educational opinion have to do with principles and statutes set up for the guidance and control of school practice, the selection and organization of the materials of instruction, and the breadth of educational opportunity. More recently, due principally to the types of changes which have been effected in the buildings themselves, the development of school architecture has been cited as an index of the trend of educational thought in its several aspects. This recognition of the vital relation between school program and school building is evidence of the need for increasing care on the part of those whose responsibility it is to determine the character of the plant in which a community's schools shall be housed. The difficulty has long been that specific knowledge of the best possible means of adapting the school building to the requirements of the particular educational program it should further has not, in general, been available when the necessity for providing a building has arisen. Gradually, through the sympathetic co-operation of a few groups of professional architects and educators, a number of effective principles of school architecture have been formulated, and many features of service and security in school buildings have been standardized. The results of some years' intensive study of the problems of schoolhouse construction in terms of the most advanced ideas of both education and architecture are summarized in a comprehensive volume,<sup>1</sup> planned by an architect and written by him in collaboration with a score of experts, each chosen from the one or the other of these fields because of a distinctive mastery of the particular problem of which his discussion treats.

Expressing the conviction that the school building "of five years ago has passed just as surely as the little red schoolhouse that once stood on the hill," the author explains his attitude toward design in public-school buildings in terms of the tendency of school architecture to respond appropriately to whatever modifications of school procedure the growing intelligence and activities of the community may bring about.

If progress in education is observed from the time when it was dispensed within the small box-like building with its poorly lighted and badly ventilated rooms to its present expanded and still expanding status, as carried on within the modern complex structure completely equipped and embracing all facilities for education, health, and safety, it will be seen that architecture has kept abreast with each succeeding step of the educational program, in which the course of studies has become more and more extended to meet the requirements of the industrial, commercial, and social life of the community.

<sup>1</sup> JOHN J. DONOVAN, *School Architecture*. New York: Macmillan Co., 1921. Pp. xix+724. \$20.00.

Notwithstanding this expansion of the curriculum and the consequent complexity of the building and equipment, it is gratifying to note that the architecture of the school has remained simple and direct. This is a hopeful sign. For as the nation advances in its development and maintains its virility, the demands for education will always outstrip the supply. And the burden of taxation so willingly borne as a responsibility to posterity and good citizenship is that much lightened when the merit of the architecture is based on good planning, beauty of form, and dignity of proportion [p. 18].

Moreover, in the planning and construction of the building, administrative and financial economies may be effected by attention to the possibilities of correlation between departments or rooms, the adaptation of special building areas and equipment to a number of different purposes, the grouping of separate schools into a single plant, and the securing of reliable guidance in the work of selecting and fabricating the materials of construction.

As an aid to those who may be interested in making use of the suggestions which the discussions set forth or in profiting by the experiences which have proved the effectiveness of specified plans, the author has assembled the greatest variety of photographs and drawings, including all possible details of design and dimensions. In addition, elaborate description and explanation of recognized practice or of desirable procedure in providing specified features of the school plant are presented in the text. For example, the chapter dealing with the science department of the high school considers, among other subjects, suitable rooms and equipment for use in instruction in physics. The discussion treats of the lecture-room, the laboratory and laboratory tables, storerooms, switchboard, etc., for general courses, as well as special requisites for certain applied courses. Besides explaining the principles which should be taken account of in the location and arrangement of rooms and apparatus, the author presents suggestions concerning the arrangement of seats, the construction and placement of blackboards, the special requirements of illumination, etc. To clarify the discussion, eight photographs and more than a dozen drawings of rooms and equipment in actual use in representative high schools are presented. Again, in the discussion of building costs, detailed lists of the standard requirements for buildings to be used for elementary-school, junior high school, or senior high school purposes are given, the important areas of such buildings are classified, methods of computing costs on various bases explained, and tables presented showing the approximate cost (in cents per cubic foot) of various types of buildings and of specified classes of service systems. There is also included an itemized estimate of the total cost of a proposed high-school building and equipment in a city of twenty thousand people.

Among the other topics relating to school buildings to which chapters are devoted are sites, playgrounds and landscape architecture, vocational schools, provisions for physical education and other special subjects of the curriculum, the assembly, the library, and the cafeteria. The plan of full, detailed expla-

nation, accompanied by numerous illustrations and drawings, is followed throughout the book.

The volume will be of exceptional value to architects, boards of education, and school superintendents in the solution of many of the perplexing problems which arise in connection with the attempt to construct or to remodel a building to suit the specific needs of a community. Where the services of a school architect are not available, such a volume should unquestionably be in the hands of the board or of the superintendent.

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*Grade norms for standard tests.*—From the experience of teachers and supervisors in attempting to measure the results of instruction by means of educational tests, there has developed a feeling of uncertainty concerning the significance and the validity of many of the reputed standards. Lacking the facilities and the opportunity for attesting such norms as are announced for the instrument of measurement which he employs, the individual attempting an interpretation of the scores of a group he has tested can but wonder whether there is any certainty that the situation indicated by the comparison of class scores with published norms really exists. In this situation, reports of results obtained by other teachers employing the same tests with other school children are often reassuring, especially when large numbers of pupils tested in many different schools are involved. Much interest will therefore attach to a recently issued summary<sup>1</sup> of the results of administering several of the commonly used tests in a number of school systems.

The results presented in the bulletin are such as have been voluntarily reported to the Bureau of Educational Research by teachers and supervisors in the field. Since the tests were given to pupils of varying abilities, working under widely differing conditions, and were administered at different periods of the school year, the standards presented should be used only with due allowance for the possible errors of measurement and differences in pupils tested which may exist.

The method of the report is to present in the case of each test (1) the median scores by grades, together with the 25 and 75 percentiles, (2) the number of pupils attaining the indicated scores, and (3), for most of the tests considered, percentile tables derived from the original distribution. With these data as a basis of comparison, the teacher employing one of these tests can readily make the types of comparisons which will indicate the relative progress or skill of the group tested, when measured by the records of large numbers of pupils in many different schools. The tests for which tentative grade norms are presented are Monroe's Standardized Reasoning Tests in

<sup>1</sup> WALTER S. MONROE, *Report of the Division of Educational Tests for 1919-20*. "University of Illinois Bulletin," Vol. XVIII, No. 21. Urbana, Illinois: University of Illinois, 1921. Pp. 64. \$0.25.